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The University of the State of New York
The State Department of Education

MINUTES OF THE ELEVENTH ANNUAL MEETING

OF THE

NEW YORK STATE EXAMINATIONS BOARD

HELD AT THE UNIVERSITY OF THE STATE OF NEW YORK,
ALBANY, DECEMBER 9, 1916

Superintendents and principals interested in the minutes of the State Examinations Board are reminded that the action of this body relative to the adoption of a syllabus, or to the amendment of any rule governing Regents examinations, is not final and is subject to the approval of the Board of Regents.

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MINUTES OF THE ELEVENTH ANNUAL MEETING OF THE STATE EXAMINATIONS BOARD

DECEMBER 9, 1916

In response to a call issued by the President of the University and Commissioner of Education, the eleventh annual meeting of the New York State Examinations Board was held at The University of the State of New York, Albany, N. Y., December 9, 1916.

The meeting was called to order by the President of the University at 9.30 o'clock. The following members were present:

Hon. John H. Finley, President of the University and Commissioner of Education, presiding
Dr Thomas E. Finegan, Deputy Commissioner of Education and Assistant Commissioner for Elementary Education
Dr Augustus S. Downing, Assistant Commissioner for Higher Education
Dr Charles F. Wheelock, Assistant Commissioner for Secondary Education
Harlan H. Horner, Director of the Examinations and Inspections Division
Professor Adam Leroy Jones, representing President Nicholas Murray Butler of Columbia University
President Rush Rhees of the University of Rochester
Professor Edgar A. Emens, representing Chancellor James R. Day of Syracuse University
President George S. Davis of Hunter College
Professor Elmer W. Smith, representing President Elmer W. Bryan of Colgate University
Superintendent Herbert S. Weet of Rochester
Eugene W. Harter, representing Dr Walter B. Gunnison of Erasmus Hall High School, Brooklyn
Principal Edward J. Goodwin of Packer Collegiate Institute, Brooklyn
Principal Frank D. Boynton of Ithaca
Rev. Edmund A. O'Connor of Little Falls

Dr John L. Tildsley, representing Superintendent William H. Maxwell of New York City
Superintendent Henry P. Emerson of Buffalo
Superintendent Wilbur B. Sprague of Utica
Superintendent Charles E. Gorton of Yonkers
Superintendent Richard A. Searing of North Tonawanda

Remarks of President Finley:

"I again welcome you as you leave your individual tasks to consider the framework of our educational structure and to determine in what respects, if any, it needs repair, extension or partition.

"The question receiving most consideration of educational engineers at present is that of the foundation and lower stories of the structure. This question is as to whether we should not build the lower part of it a story higher, thus expanding it for greater numbers, and make the high school stories three instead of four. This is not within the scope of the program set for our consideration, though it vitally affects the problem which we are to discuss and perhaps we may informally consider it before our session is over.

"Before we take up these items, I think we shall wish to direct Doctor Wheelock to send a greeting to Doctor Maxwell, who is not able to sit with us today. He said last summer that this was the one meeting of all which he hoped to attend. We shall also wish to send special greeting to Doctor Gunnison.

"You will also wish to express especial welcome to Doctor Tildsley, who is for the first time sitting in this board, and our congratulations upon his elevation to a superintendency. We cordially welcome also for the first time Professor Emens of Syracuse University and Professor Harter of Erasmus Hall."

The following tabulation representing the results of the examinations in high schools and academies in January and June 1916 was presented for the consideration of the board:

Statistics of Academic Examinations in the Approved Secondary Schools January and June 1916

SUBJECT	NUMBER OF PAPERS WRITTEN	NUMBER OF PAPERS CLAIMED	NUMBER OF PAPERS ACCEPTED	PER CENT OF PAPERS WRITTEN CLAIMED	PER CENT OF PAPERS WRITTEN ACCEPTED	PER CENT OF PAPERS CLAIMED ACCEPTED	NUMBER AND PER CENT OF PAPERS WRITTEN ACCEPTED AT 60–74		NUMBER AND PER CENT OF PAPERS WRITTEN ACCEPTED AT 75–89		NUMBER AND PER CENT OF PAPERS WRITTEN ACCEPTED AT 90–100	
							NO.	PER CENT	NO.	PER CENT	NO.	PER CENT
English												
Second year	20 213	17 081	15 515	84.5	76.8	90.8	10 033	49.6	4 880	24.1	602	3.0
Third year	16 073	14 101	12 168	87.7	75.7	86.3	7 338	45.7	4 191	26.1	639	3.9
Three years	10 306	9 024	8 307	87.6	80.5	92.1	5 538	53.7	2 553	24.7	216	2.1
Fourth year	16 768	15 698	15 087	93.6	90.0	96.1	8 208	48.9	6 081	36.3	798	4.8
Four years	1 264	1 124	893	88.8	70.7	79.4	605	47.9	269	21.3	19	1.5
Grammar	20 081	16 998	16 008	84.6	79.7	94.2	7 000	34.9	7 337	36.5	1 671	8.3
History of English language and literature	615	497	366	80.8	59.5	73.6	230	37.4	114	18.5	22	3.6
Total	**85 320**	**74 523**	**68 344**	**87.3**	**80.1**	**91.7**	**38 952**	**45.7**	**25 425**	**29.8**	**3 967**	**4.6**
German												
Second year	20 237	15 952	13 608	78.8	67.3	85.3	8 429	41.7	4 593	22.7	586	2.9
Third year	7 265	6 240	5 008	85.9	68.9	80.3	3 275	45.1	1 560	21.4	173	2.4
Fourth year	857	799	717	93.2	83.7	89.7	309	36.1	351	40.9	57	6.7
Total	**28 359**	**22 991**	**19 333**	**81.1**	**68.2**	**84.1**	**12 013**	**42.4**	**6 504**	**22.9**	**816**	**2.9**
French												
Second year	7 975	6 038	4 932	75.7	61.8	81.7	3 520	44.1	1 291	16.2	121	1.5
Third year	2 909	2 520	1 984	86.6	68.2	78.7	1 324	45.5	605	20.8	55	1.9
Fourth year	379	331	243	87.3	64.1	73.4	150	39.6	82	21.6	11	2.9
Total	**11 263**	**8 889**	**7 159**	**78.9**	**63.6**	**80.5**	**4 994**	**44.3**	**1 978**	**17.6**	**187**	**1.7**
Spanish												
Second year	645	502	443	77.7	68.7	88.2	245	38.0	173	26.8	25	3.9
Third year	233	207	200	88.8	85.8	96.6	79	33.9	105	45.1	16	6.8
Total	**878**	**709**	**643**	**80.8**	**73.2**	**90.7**	**324**	**36.9**	**278**	**31.6**	**41**	**4.7**

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							NO.	PER CENT	NO.	PER CENT	NO.	PER CENT
Italian												
Second year	95	75	55	78.9	57.9	73.3	15	15.8	38	40.0	2	2.1
Hebrew												
Second year	22	22	13	100.0	59.0	59.0	1	4.5	11	50.0	1	4.5
Latin												
Grammar	145	108	105	74.5	72.4	97.2	62	42.7	39	26.9	4	2.8
Second year	20 452	15 537	14 029	76.0	68.6	90.3	8 814	43.1	4 479	21.9	736	3.6
Third year	8 479	7 434	7 079	87.7	83.5	95.2	4 061	47.9	2 542	30.0	476	5.6
Three years	537	434	346	80.8	64.4	79.7	236	43.9	97	18.1	13	2.4
Fourth year	3 633	3 322	3 122	91.5	85.9	94.0	1 646	45.3	1 290	35.5	186	5.1
Four years	95	81	69	85.3	72.6	85.2	56	58.9	11	11.6	2	2.1
Composition	424	364	352	85.8	83.0	97.0	151	35.6	144	34.0	57	13.4
Prose at sight	53	49	46	92.5	86.8	93.9	21	39.6	14	26.4	11	20.8
Verse at sight	12	11	9	91.7	75.0	81.8	4	33.3	3	25.0	2	16.7
Total	**33 830**	**27 340**	**25 157**	**80.8**	**74.4**	**92.0**	**15 051**	**44.5**	**8 619**	**25.5**	**1 487**	**4.4**
Greek												
Grammar	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
First year	162	111	101	68.5	62.3	91.0	47	29.0	43	26.5	11	6.8
Second year	270	229	216	84.8	80.0	94.3	103	38.2	84	31.1	29	10.7
Third year	85	83	82	97.6	96.5	98.8	13	15.3	46	54.1	23	27.1
Three years	1	1	1	100.0	100.0	100.0	.....	0.0	1	100.0	.....	0.0
Composition	17	17	15	100.0	88.2	88.2	8	47.0	6	35.3	1	5.9
Prose at sight	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Verse at sight	0	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	.....
Total	**535**	**441**	**415**	**82.4**	**77.6**	**94.1**	**171**	**32.0**	**180**	**33.6**	**64**	**12.0**

Mathematics												
Advanced arithmetic	149	87	70	59.7	47.0	80.5	47	31.5	18	12.1	5	3.4
Elementary algebra	52 990	37 126	35 860	70.1	67.7	96.6	12 541	23.7	12 194	23.0	11 125	21.0
Intermediate algebra	11 804	8 049	7 313	68.2	61.9	90.9	3 699	31.3	2 377	20.1	1 237	10.5
Advanced algebra	1 799	1 365	1 206	75.9	67.0	87.7	595	33.1	480	26.7	131	7.2
Plane geometry	29 204	20 937	18 523	71.7	63.4	88.5	10 183	34.9	6 456	22.1	1 884	6.4
Solid geometry	3 375	2 503	2 297	74.2	68.1	91.8	1 278	37.9	709	21.0	310	9.2
Plane trigonometry	1 650	1 290	1 250	78.2	75.8	96.9	370	22.4	341	20.7	539	32.7
Spheric trigonometry	580	338	334	58.3	57.6	98.8	114	19.7	109	18.8	111	19.1
Total	**101 551**	**71 695**	**66 853**	**70.6**	**65.8**	**93.2**	**28 827**	**28.4**	**22 684**	**22.3**	**15 342**	**15.1**
Science												
Physics	16 376	12 643	11 995	77.2	73.2	94.9	6 281	38.3	4 220	25.8	1 494	9.1
Chemistry	7 191	5 395	4 835	75.0	67.2	89.6	3 204	44.5	1 465	20.4	166	2.3
Biology	24 837	20 641	17 569	83.1	70.7	85.1	11 727	47.2	5 178	20.8	664	2.7
Elementary botany	4 221	3 346	2 844	79.3	67.4	85.0	2 083	49.4	706	16.7	55	1.3
Advanced botany	658	565	558	85.9	84.8	98.8	347	52.7	175	26.6	36	5.5
Elementary zoology	2 351	2 021	1 652	85.9	70.3	81.7	1 161	49.4	395	16.8	96	4.1
Advanced zoology	154	132	110	85.7	71.4	83.3	64	41.5	34	22.1	12	7.8
Physiology and hygiene	5 322	4 105	2 994	77.1	56.3	72.9	2 215	41.6	686	12.9	93	1.8
Physical geography	6 486	5 857	5 456	90.3	84.1	93.2	2 671	41.2	2 328	35.9	457	7.0
Total	**67 596**	**54 705**	**48 013**	**80.9**	**71.0**	**87.8**	**29 753**	**44.0**	**15 187**	**22.5**	**3 073**	**4.5**
History and social science												
Ancient history, 3 hour	5 211	4 754	4 208	91.2	80.8	88.4	2 698	51.8	1 323	25.4	187	3.6
Ancient history, 5 hour	13 842	11 941	11 105	82.3	80.2	93.0	6 118	44.2	4 195	30.3	792	5.7
Modern history 1	4 015	3 396	3 185	84.8	79.3	93.8	1 386	34.5	1 425	35.5	374	9.3
Modern history 2	4 652	3 870	3 605	83.2	78.8	94.7	1 504	32.3	1 633	35.1	528	11.4
History of Great Britain and Ireland, 3 hour	2 845	2 560	2 278	90.0	80.1	89.0	1 213	42.6	927	32.6	138	4.9
History of Great Britain and Ireland, 5 hour	5 757	4 792	4 288	83.2	74.5	89.4	2 374	41.2	1 606	27 9	308	5.4
American history with civics	16 600	14 880	12 687	89.6	76.4	85.2	7 001	42.1	4 975	30.0	711	4.3
Civics	148	120	92	81.1	62.2	76.7	67	45.3	25	10.9	0	.0
Economics	1 267	1 045	883	82.5	69.7	84.5	521	41.1	294	23.2	68	5.4
Total	**54 337**	**47 358**	**42 391**	**87.2**	**78.0**	**90.0**	**22 882**	**42.1**	**16 403**	**30.2**	**3 106**	**5.7**
Commercial subjects												
Elementary bookkeeping and business practice	10 245	6 709	5 099	65.5	49.8	76.0	2 970	29 0	1 787	17.5	342	3.3
Advanced bookkeeping and office practice	3 775	3 014	2 662	79.8	70.5	88.3	1 272	33.7	1 077	28.5	313	8.3
Commercial arithmetic	8 558	4 125	3 588	48.2	41.9	87.0	2 419	28.2	990	11.6	179	2.1
Commercial law	2 418	1 846	1 347	76.3	55.7	73.0	918	38.0	378	15.6	51	2.1
History of commerce	112	97	78	86.6	69.6	80.4	46	41.0	29	25.9	3	2.7

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							NO.	PER CENT	NO.	PER CENT	NO.	PER CENT
Commercial subjects (*concluded*)												
Commercial geography	6 601	5 205	3 079	78.9	46.6	59.2	2 631	39.8	436	6.6	12	0.2
Commercial English and correspondence	2 473	2 143	1 560	86.7	63.1	72.8	961	38.8	563	22.8	36	1.5
Business writing	11 707	10 678	10 252	91.2	87.6	96.0	4 823	41.2	5 008	42.8	421	3.6
Shorthand 1	3 395	2 273	2 057	67.0	60.6	90.5	679	20.0	1 018	30.0	360	10.6
Shorthand 2	3 825	2 786	2 537	72.8	66.3	91.1	760	19.8	1 181	30.9	596	15.6
Typewriting	5 290	4 573	3 919	86.4	74.1	85.7	1 798	34.0	1 725	32.6	396	7.5
Total	**58 399**	**43 449**	**36 178**	**74.4**	**61.9**	**83.3**	**19 277**	**33.0**	**14 192**	**24.3**	**2 709**	**4.6**
Drawing												
Elementary representation	20 842	18 003	16 119	87.9	78.7	89.5	10 438	51.0	5 397	26.3	284	1.4
Elementary mechanical drawing	5 025	3 893	3 634	77.5	72.3	93.3	1 585	31.5	1 768	35.2	281	5.6
Intermediate drawing	4 463	3 954	3 135	88.6	70.3	79.3	1 941	43.5	1 110	24.9	84	1.9
Total	**30 330**	**25 850**	**22 888**	**85.2**	**75.5**	**88.5**	**13 964**	**46.0**	**8 275**	**27.3**	**649**	**2.2**
Music												
Chorus singing and rudiments	3 684	2 932	2 810	79.6	76.3	95.8	1 308	35.5	1 047	28.4	455	12.4
*Elementary harmony	92	81	58	88.0	63.1	71.6	38	41.3	18	19.6	2	2.2
*Advanced harmony and counterpoint	16	15	15	93.8	93.8	100.0	12	75.0	3	18.8	0	.....
*Musical form and analysis	16	16	16	100.0	100.0	100.0	9	56.3	7	43.7	0	.....
*Dictation and melody writing	285	222	204	77.9	71.6	91.9	128	44.9	59	20.7	17	6.0
*History of music and acoustics	67	61	55	91.0	82.1	35.8	24	35.8	25	37.3	6	9.0
Total	**4 160**	**3 327**	**3 158**	**80.0**	**75.9**	**94.9**	**1 519**	**36.5**	**1 159**	**27.9**	**480**	**11.5**
Grand total	**476 675**	**381 374**	**340 600**	**80.0**	**71.5**	**89.3**	**187 743**	**39.4**	**120 933**	**25.4**	**31 924**	**6.7**

* June 1916 only.

The syllabus committee, through its chairman, Principal Boynton, presented copies of proposed syllabuses in English, modern foreign languages and Latin, and rendered the following report:

1 That the examination in second year English be retained.

2 That four recitations a week be required in each year of the English course; that one hour a week in each year of the course be devoted to oral English; that each year's work be given four counts—a total of 16 counts for the four years; that all four years of English work be required for the academic and college entrance diplomas.

3 That the written examination in literature in schools approved for this purpose, be discontinued, the method of approving schools to be worked out by the State Department of Education.

4 That the revised syllabus in English be adopted and made the basis of the work in English in the secondary schools of the State, beginning in September 1917.

5 That the revised syllabus in modern foreign languages as recommended by the subcommittee and approved by the Modern Language Association of the State be adopted and made the basis of the work in modern foreign languages in the secondary schools of the State.

6 That an examination in advanced biology be given, based upon the syllabus in advanced botany and in advanced zoology, which would conform to the syllabus of the College Entrance Examinations Board in advanced biology.

7 That the work of the subcommittee in the matter of revising the Latin syllabus be printed and distributed to the teachers of Latin throughout the State, both in secondary schools and in colleges; that if the number and nature of the criticisms after such distribution warrant, the Commissioner of Education be authorized to adopt the syllabus and when so adopted, that said revised syllabus in Latin shall form the basis of the work in Latin in the secondary schools of the State.

8 That the syllabus committee appoint a subcommittee, of which Avery W. Skinner, specialist in history, The

University of the State of New York, shall be a member, to which shall be referred questions relating to modern history, and such other questions relating to the revision of the history syllabus as may arise, and that said sub-committee shall report to the syllabus committee not later than September 15, 1917.

English Syllabus

After extended discussion, changes in the proposed syllabus in English were made as follows:

The first sentence under "Supplementary Reading" on page 2 of the proposed syllabus was amended to read as follows:

"It is suggested that the teacher make use of recent and contemporaneous literature as well as of the classics."

The matter on page 7, under the title "Aims" was amended to read as follows:

Aims

All expression in writing demands correctness as to formal details, namely, a legible and firm handwriting, correct spelling, correctness in grammar and idiom, and observance of the ordinary rules for capitals and marks of punctuation; the writer should make an effort to gain an enlarged vocabulary, a concise and vigorous style and firmness and flexibility in constructing sentences and paragraphs.

Expression in writing includes the following:

1 Ability to write a letter which conveys a message directly, concisely and courteously.

2 Ability to compose on the first draft a clear and readable paragraph or series of paragraphs on familiar subject matter, with due observance of unity and order and with some specific detail.

3 Ability to analyze and present in outline form the gist of a lecture or piece of literature and to write an expansion of such an outline.

4 Ability, with due time for study and preparation, to plan and work out a clear, well-ordered and interesting report of some length upon one's special interests — literary, scientific, commercial or what not.

5 Ability to write a paragraph or article with special adaptation to purpose and to class of readers, with some vigor and personality of style. Suggested forms for such writing are: short stories, dramatic adaptations or compositions, news articles and the like.

On page 11 under "Correction of Themes" in the sixth line, the word "his" is substituted for the word "sober."

The following general recommendations were, on motion, also adopted:

Voted, That it be recommended to the Regents,

1 That the examination in second year English be retained under the same conditions as at present.

2 That a total of 16 counts of English be required in all high school courses regularly.

3 That four hours a week be given throughout the course, one of the four hours to be devoted to oral English.

4 That with the approval of the State Department of Education, the authorities of any school system may make a different distribution of the 16 hours in English, including the four hours in oral English.

5 That the written examination in literature be continued as heretofore, but that in schools approved for this purpose the examination in literature shall consist of a statement of (*a*) the time spent, (*b*) the books read, (*c*) the teacher's estimate of the pupil's attainment.

With these changes the syllabus was, on motion, approved, and its adoption recommended to the Board of Regents, to go into effect in September 1917.

Principal Goodwin expressed his opinion that this syllabus was the most notable piece of fine work of its kind in this country and offered a resolution of thanks to the committee that prepared it, which, on motion, was unanimously adopted.

The members of the committee were: Ernest R. Clark, East High School, Rochester; Preston C. Farrar, Erasmus Hall High School, Brooklyn; Eugene D. Holmes, Albany High School; Elmer C. Smith, Colgate University; Randolph T. Congdon, The University of the State of New York.

The adoption of the proposed syllabus in English, making necessary certain changes in administrative procedure, after full discussion, it was

Voted, That it be recommended to the Regents that the requirements for the aca-

demic diploma and college entrance diplomas be fixed at a total of 73 counts.

Modern language syllabus

The report of the special committee on the preparation of the modern language syllabus was considered and approved, with the following amendments:

The last sentence of the first paragraph under "Elementary Course" on page 2 was eliminated.

After discussion of the usefulness of memorizing suitable selections in modern language teaching, it was

Voted, That a paragraph be added recommending that emphasis be placed on memorizing suitable selections for each language studied.

With these changes, it was

Voted, That the President of the University be empowered to recommend to the Regents the adoption of the syllabus prepared in accordance with this report, to go into effect in September 1917.

Latin syllabus

A typewritten copy of the Latin syllabus covering the first two years of work was presented and was most enthusiastically commended. It was

Voted, That this syllabus be printed and distributed for criticisms; that when the criticisms have been considered, the President of the University be empowered to recommend its adoption by the Regents, to go into effect in September 1917.

On motion, it was

Voted, That the appreciation of this board is due to the syllabus committees in modern

languages and in Latin for the excellent work that they have done.

Report of the committee on list of words for spelling

Superintendent Gorton, chairman, reported the list of spelling words prepared in accordance with the resolution adopted at the meeting of the State Examinations Board in December 1915 and heretofore published in pamphlet form by the Department as the proposed list on which the Regents examinations in spelling are hereafter to be based.

Advanced biology

On motion, it was recommended that an examination in advanced biology be given, based on the present syllabus in advanced botany and in advanced biology, which would conform to the syllabus of the College Entrance Examinations Board in advanced biology.

History syllabus

After a discussion of the desirability of some changes in the history syllabus, it was

Voted, That a special subcommittee be appointed of which Avery W. Skinner, specialist in history, The University of the State of New York, shall be a member, to take up the revision of the history syllabus, with special reference to a modification of the modern history course.

Question committees

The following committee to nominate members of committees to prepare examination questions was appointed: Principal Goodwin, chairman, Superintendent Weet, Superintendent Emerson, Superintendent Tildsley, Professor Jones, Doctor Finegan, Doctor Downing, Doctor Wheelock, Mr Horner.

During the lunch hour, this committee held its deliberations and at the reconvening of the board, reported as follows:

English

Charles R. Gaston, First Assistant in English, Richmond Hill High School, New York City
Cornell, Ph.B., Ph.D.

Mrs Ada Y. Franklin, Vice Principal and Instructor in English, Cobleskill High School
Special courses in English at Chicago University and Teachers College

Prof. Calvin L. Lewis, Department of Rhetoric and Oratory, Hamilton College
Hamilton, B.A.; New York University, M.A.

Randolph T. Congdon, Assistant for Field Work, Examinations Division, The University of the State of New York
Syracuse, B.A.; Harvard, M.A.

Latin

Alvah T. Otis, Principal and Teacher of Latin, Waterville High School
Syracuse, B.A.

Elmer E. Bogart, First Assistant in Classical Languages, Morris High School, New York City
Cornell, B.A.

Herbert H. Yeames, Professor of the Greek Language and Literature, Hobart College
Harvard, B.A., M.A.

S. Dwight Arms, Specialist in Ancient Languages, The University of the State of New York
Hamilton, B.A., M.A.

Greek

Francis R. Parker, Principal, Elmira Free Academy
Queen's University, B.A., M.A.

John Ira Bennett, Professor of Greek, Union College
Union, B.A.

Horace L. Field, Assistant in Charge of Teachers Examinations, The University of the State of New York

Cornell, B.A.; Columbia, M.A.

Hebrew

Max Radin, First Assistant in Classical Languages, Newtown High School, Elmhurst, N. Y.

College of the City of New York, B.A.; New York University, LL.B.; Columbia, Ph.D.

Charles P. Fagnani, Professor of the Old Testament Languages and Literature, Union Theological Seminary

College of the City of New York, B.A., B.S.; Columbia, LL.B.; Western Reserve, D.D.

Loring W. Batten, Professor of Old Testament Literature and Interpretation, General Theological Seminary

Harvard, B.A.; University of Pennsylvania, Ph.D.; Hobart, S.T.D.

German

Frederick Betz, Head of Department of Modern Languages, East High School, Rochester

Rochester, B.A., M.A.

Mabel W. Farmer, Teacher of German, North Tonawanda, High School

St Lawrence, B.A.

Frank Coe Barnes, Professor of Modern Languages, Union College

Williams, B.A., M.A.

William R. Price, Specialist in Modern Languages, The University of the State of New York

Cornell, B.A.; Columbia, Ph.D. Graduate student in Berlin and Paris

French

Frances Paget, Teacher of French, Morris High School, New York City

Elmira, B.A., M.A. Graduate student in Paris and Gronoble

Orlan G. Guerlac, Assistant Professor of the Romance Languages, Cornell University
University of Paris, M.A., LL.B.

William R. Price, Specialist in Modern Languages, The University of the State of New York
Cornell, B.A.; Columbia, Ph.D. Graduate student in Berlin and Paris

Special Committees for Crediting Teachers in Oral German and French

German

Hermann C. Davidsen, Assistant Professor of German, Cornell University
Kiel, Ph.D.

William R. Price, Specialist in Modern Languages, The University of the State of New York
Cornell, B.A.; Columbia, Ph.D. Graduate student in Berlin and Paris

French

Alice Higgins, First Assistant, French Department, Girls High School, Brooklyn
Adelphi, B.A.; Columbia, M.A.

William R. Price, Specialist in Modern Languages, The University of the State of New York
Cornell, B.A.; Columbia, Ph.D. Graduate student in Berlin and Paris

Spanish

Lawrence A. Wilkins, First Assistant in Spanish, DeWitt Clinton High School, New York City
Syracuse, Ph.B.; Columbia, M.A.

John F. Stinard, Assistant Professor of Spanish and German, New York State College for Teachers
Brown, B.A.; Pennsylvania State College, M.A. Graduate work in Chicago University

Sara C. Knox, Examiner, The University of the State of New York
Cornell, B.A., M.A.

Italian

Michael Caboni, Teacher of Italian, Hutchinson-Central High School, Buffalo

University of Rome, D.Sc.

Alfred G. Panaroni, Instructor in the Romance Languages, College of the City of New York

College of the City of New York, B.S.; Èlve Titulaire, École practique des Hautes Études, Paris 1909

Annie T. Keyser, Editor of Question Papers, The University of the State of New York

Vassar, one year; Cornell, two years

History and economics

James F. Wilson, First Assistant in History, Boys High School, Brooklyn

Leland Stanford, B.A.; New York Law School, LL.B.

Edward P. Smith, Principal, North Tonawanda High School

Rochester, B.A.

Frank H. Wood, Professor of American History, Hamilton College

Syracuse, B.A., M.A.; Harvard, B.A.; Leipzig, Ph.D.

Avery W. Skinner, Specialist in History, The University of the State of New York

Syracuse, B.A.

Mathematics

J. Murray Foster, Principal and Teacher of Mathematics, Dansville High School

Rochester, B.A., M.A.

William Betz, Vice Principal and Head of the Department of mathematics, East High School, Rochester

Wagner, B.A.; Rochester, M.A.

David Eugene Smith, Professor of Mathematics, Teachers College

Syracuse, Ph.B., Ph.M., Ph. D.,LL.D. Michigan State Normal College, M.Pd.

Elmer E. Arnold, Specialist in Mathematics, The University of the State of New York
Colgate, B.A.

Physics

Curtis C. Edgett, Instructor of Science, Genesee Wesleyan Seminary, Lima
Colgate, B.S.

Louis Collins, Principal Leavenworth Institute and Wolcott High School, Wolcott
Amherst, B.A.

Clement D. Child, Professor of Physics, Colgate University
Rochester, B.A.; Cornell, Ph.D.

Everett O'Neill, Senior Examiner in Science, The University of the State of New York
Cornell, Ph.B.

Chemistry

Hubert W. Hess, Head of Science Department, Glens Falls High School
Colgate, B.A.

Charles Baskerville, Professor of Chemistry, College of the City of New York
University of North Carolina, B.S., Ph.D.

Charles N. Cobb, Specialist in Physical Science, The University of the State of New York
Syracuse, B.A., M.A.

Biology

Truman J. Moon, Head of Biology and Chemistry Department, Middletown High School
Cornell, B.A.

Mrs Mary C. Logan, Preceptress and Teacher of Sciences, Lyons High School
Syracuse, B.A., M.A.

William L. Bray, Professor of Botany, Syracuse University
Indiana University, B.A.; Lake Forest, M.A.; Chicago, Ph.D.

Arthur G. Clement, Specialist in Biologic Science, The University of the State of New York
Rochester, B.A.

Physical Geography

Peter F. Piper, Teacher of Physical Geography and Physics, Hutchinson-Central High School, Buffalo
Syracuse, B.Sc.

Albert Brigham, Professor of Geology, Colgate University
Colgate, B.A.; Harvard, M.A.

Charles N. Cobb, Specialist in Physical Science, The University of the State of New York
Syracuse, B.A., M.A.

Commercial subjects

Group 1[a]

R. E. Davey, Head of Department of Business Education, East High School, Rochester

Albert G. Belding, First Assistant in Commercial Branches, High School of Commerce, New York City
New York University, B.S.

W. E. Bartholomew, Specialist in Commercial Subjects, The University of the State of New York
Westchester State Normal School, Westchester, Pa.

Group 2[b]

Jeanette C. Hall, Head of Commercial Department, New Rochelle High School
Syracuse, B.A.; New York University, B.C.S.

H. I. Good, Head of Commercial Department, Schenectady High School

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Group 1[a]: Elementary bookkeeping and business practice, advanced bookkeeping and office practice, commercial arithmetic, commercial law, history of commerce, and commercial geography.

Group 2[b]: Commercial English and correspondence, business writing, shorthand 1 and 2, and typewriting.

W. E. Bartholomew, Specialist in Commercial Subjects, The University of the State of New York
Westchester State Normal School, Westchester, Pa.

Drawing

Harry W. Jacobs, Director of Art Instruction, Buffalo
Massachusetts Normal Art School

Ernest Watson, Instructor, Pratt Institute, Brooklyn
Massachusetts Normal Art School; Pratt Institute

Royal Bailey Farnum, Specialist in Art Education, The University of the State of New York
Graduate, Massachusetts Normal Art School

Music

Hollis E. Dann, Head of Department of Music, Cornell University
Alfred University, Mus. D.

Julia E. Crane, State Normal School, Potsdam
Graduate State Normal School, Potsdam

Mrs Charlotte M. Waterman, Director of Music, Oswego Normal School
Graduate of Music Department, Cornell University

For college graduate professional certificate

Psychology, history of education, principles of education and methods of teaching

Paul Monroe, Professor of the History of Education, Teachers College, Columbia University
Franklin, B.S., M.A.; Chicago, Ph.D.; Peking, China, LL.D.

George M. Forbes, Professor of Philosophy and Education, University of Rochester
Rochester, B.A., M.A.; Colgate, LL.D.

Jeremiah M. Thompson, Principal, State Normal School, Potsdam
Colgate, Ph.B., M.A.; New York State College for Teachers, Pd.D.

Preacademic

English, history and spelling

George H. Covey, District Superintendent, Katonah
Graduate, Potsdam State Normal School

James M. Glass, Principal, School 4, Rochester
Hamilton, B.A., M.A.

Ruth Johnston, District Superintendent, Port Leyden

Ida E. Roger, Supervisor of Instruction, Mount Vernon.

Arithmetic and geography

Howard G. Burdge, Superintendent of Schools, Wellsville
Allegheny, B.A.

Lamont F. Hodge, Assistant Superintendent of Schools, Yonkers
Colgate, B.A.

Percy I. Bugbee, Principal, State Normal School, Oneonta

Mrs Florence T. Mullins, Teacher, Seventh and Eighth Grades, Johnstown Grammar School

On motion, this report was unanimously adopted.

Doctor Finegan proposed that hereafter the preliminary committees consist of four members each, the fourth person to be a teacher actively engaged in the teaching of preliminary subjects in the seventh and eighth grades of the public schools. It was, therefore,

Voted, That one additional name be added to each of the committees appointed to prepare question papers in elementary subjects and that the President of the University be authorized to appoint the fourth members to each of these committees.

A petition was presented, signed by a large number of persons, recommending a modification of the requirements of the college entrance diploma in arts by the addition to the optional subjects of a third foreign language and a history.

There were also presented protests against such action.

After long discussion, it was, on motion

Voted, That it be recommended to the Regents that the requirements for a college entrance diploma in arts be modified by adding to the list of elective subjects two years of Greek.

On motion, it was

Voted, That the inclusion of a second year of history in the requirements for a college entrance diploma in arts is inadvisable.

In referring to his remarks at the opening of the session, the President of the University mentioned the growing importance of the so-called "junior high school" movement and expressed the opinion that the name "junior high school" was unfortunate, suggesting "middle school" as preferable, and stated that the movement was so significant that this Board should take cognizance of it and formulate a definite policy regarding it.

On motion, it was

Resolved, That the President of the University appoint a special committee to prepare a program syllabus for the seventh, eighth and ninth years, to report to this board at its next meeting.

A committee composed of the following persons was appointed: Superintendent Weet, Rochester; President Abraham R. Brubacher, State College for Teachers, Albany; Principal J. Murray Foster, Dansville.

Music practice

Question being raised concerning the increasing interest in the teaching of music in the schools of the State and the evident necessity for more definite regulations regarding the granting of credit for music practice done outside of school by high school pupils, it was

Voted, That the President appoint a special committee to formulate regulations regarding credit for music practice done outside of school by high school pupils.

The following committee was appointed: Russell Carter, Supervisor of Music, Amsterdam High School; George Oscar Bowen, Supervisor of Music, Yonkers; Inez F. Damon, Supervisor of Music, Schenectady High School.

The following proposal for modification of the requirements of the academic diploma and the college entrance diploma was presented, and, on motion, it was referred to a special committee to be appointed by the President of the University, to report at the next meeting of the board.

Proposed requirements for an academic diploma

The completion of an approved four-year course of study, which must include:

English	16	counts
Mathematics	10	"
Science	10	"
History, including American history and civics	8	"
	44	"
Regents examinations at 75 per cent in English	16	"
and in any *three* of the following:		
Mathematics	10	"
Foreign languages	10	"
Science	10	"
History, including American history and civics	8	"

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The remainder of the course, which must be the equivalent of 27 or 29 counts, depending on the selection made in the 75 per cent group, may be credited on the certificate of the principal in schools approved for this purpose, or on Regents examinations at less than 75 per cent in schools not so approved.

This plan recognizes the fact that " some books are to be tasted, others are to be swallowed and some few are to be chewed and digested." It also attempts to recognize the fact that a course of study should be vertebrate. The required subjects for all academic diplomas, aggregating 44 counts, constitute the backbone of the course. The subjects are to be chewed and digested. The remainder of the work may be made up of matter that is to be simply tasted and swallowed.

This arrangement, while requiring a minimum of intellectual training, recognizes the fact that intellectual training alone is not the sole purpose and function of the schools. Physical training, esthetic culture and training for useful occupations may here find a place in the work that is to be accepted on certificate.

Proposed requirements for a college entrance diploma

For the college entrance diploma in arts, 75 per cent shall be required in each subject in the required groups and not less than 60 per cent in the electives, with an average of not less than 75 per cent in all.

The following committee was appointed: Superintendent Sprague, President Bryan, Superintendent Searing, Assistant Commissioner Wheelock.

The following committee on the final revision of question papers was appointed: *for languages, literature and history* — Superintendent Maxwell, Rev. Edmund A. O'Connor, President Bryan; *for science, mathematics and other subjects* — Superintendent Weet, President Butler, Principal Boynton.

The meeting adjourned sine die.

Charles F. Wheelock
Secretary

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